

Unit Planning Guide: Grade Pre K Unit 1 of 7

Unit Title: Welcome to School	Pacing (Duration of Unit): 5 weeks
Grade: Pre K	Buffer Day(s): 2

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- RF.PreK.MA.2 With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.PreK.MA.2b With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.
- **RF.PreK.MA.3c Recognize one's own name and familiar common signs and labels (e.g., STOP).**
- **SL.PreK.MA.1 Participate in collaborative conversations with diverse partners during daily routines and play.**
- **SL.PreK.MA.1a Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).**
- **SL.PreK.MA.4 Describe personal experiences; tell real or imagined stories.**
- **SL.PreK.MA.6 Speak audibly and express thoughts, feelings, and ideas.**
- **L.PreK.MA.1 Demonstrate use of oral language in informal everyday activities.**
- **RL MA.10 Listen actively as an individual and as a member of age-appropriate literature read aloud.**

WIDA for English Language Learners
Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- We learn about one another by describing personal experiences and telling stories
- We get to know one another as friends by demonstrating use of oral languages in informal everyday activities
- We are part of the classroom community when we participate in daily routines and play
- We express thoughts, feelings, and ideas when we interact with our teacher and peers

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- Why is it important to be a good friend?
- How am I a part of the classroom community?
- How do I know how a friend is feeling?
- How do we learn through listening and talking?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- that words are made of letters, letters represent sounds
- that words have meaning
- that informal discourse is used for daily communication
- that ideas, wants, and needs may be articulated through words and gestures
- when and how to engage with others throughout their day
- that there are appropriate procedures/routines for interacting in a group

Key Academic Vocabulary

Friend

Rules

Respect

Classroom

Community

Teacher

Feeling(s)

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Recognizing their name in print (Knowledge)
- Recognizing classroom environmental print (Knowledge)
- Describing personal experiences and telling real and make believe stories (Knowledge)
- Using informal discourse to communicate with peers and teachers (Apply)
- Using sentence starters to orally express thoughts, feelings and ideas (Apply)
- Engaging in interpersonal interactions (Apply)
- Choosing the appropriate number of words in a simple sentences (Apply)
- Demonstrating receptive behavior throughout the school day (Apply)
- Following classroom expectations (Apply)

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